

SOUTH CAROLINA

2004

SAT REPORT

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SAT DATA SUMMARY 2004

	South Carolina	Nation
Average verbal score	491	508
Average mathematics score	495	518
Average composite score		
All students	986	1026
African Americans	842	857
Whites	1032	1059
Males	1011	1049
Females	965	1005
Private school students	1038	1087
Change from last year (all students)	-3	0
Number of graduating seniors tested	22,964	1,419,007
Percent tested	62	48

Between 2003 and 2004, South Carolina's SAT score decreased by 3 points.

South Carolina's five-year change, from 1999 to 2004, reflects a gain of 32 points.

South Carolina's ten-year change, from 1994 to 2004, reflects a gain of 40 points

[Source: College Board]

South Carolina high school requirements

24 credits

[S.C. Code Ann. § 59-39-100 (1990)]

(Beginning with the ninth-grade class of school year 1997–98)

INTRODUCTION

This report* provides summary data for high school seniors taking the Scholastic Assessment Test known as SAT-I. Students take the test to provide colleges with information about how well they are prepared for a college-level curriculum. The SAT-I is the revised version of the Scholastic Aptitude Test (SAT). A description of this test can be located in appendix B of this report.

Students taking the SAT do not include all the students in a particular high school. Neither the state nor school districts are involved in funding or selecting the students who take this test. The College Board, a private company, administers the SAT, and students register to take the test directly with the College Board. High schools provide registration forms and information to students about the test.

This report reflects reported scores for seniors who anticipated graduating in 2003. If a student takes the SAT as a junior, his or her scores are not reported until the following school year—the student's senior year. If students take the SAT more than once, **the most recent score is used in the summary score report.**

Data are summarized for seniors in the nation, in South Carolina, in the eighty-five school districts, and in the high schools in the state. The national and state summaries include seniors enrolled in both public and private high schools. School district and high school data summaries in this report include only public schools in the state.

The reporting of data summarized for students with twenty or more credits refers to students who have reported that their high school curriculum would include twenty or more academic credits. Academic courses, as recognized by the College Board, include credits in six academic areas: English, mathematics, natural science, foreign/classical languages, social science/history, and arts and music.

The scoring scale was recentered in spring 1995. The data in this summary report reflect the new, recentered scale. Data for the prior years for all students also are reported using the recentered scale.

Data are also available on the Department of Education's home page on the Internet at www.myschools.com.

**The College Board provided national and state data in this report on August 23, 2004. District and school data in this report were provided by the Educational Testing Service on August 20, 2004. Any additions, or revisions to, or deletions from their data files after these dates are not reflected in this report.*

RECENTERING THE SAT REPORTING SCALE

The traditional SAT score reporting scale is a conversion of the raw score to a scale score that was anchored to a 1941 norm, or reference group, and established over fifty years ago. At the time the scale was established, a score of 500 was average. With a range of 200 to 800, scores of 400 to 600 were in the middle of the SAT score range. However, the 1941 population of ten thousand students who took the test consisted of a relatively small group and was an elite segment of the academic system. The original scale was representative of the students taking the test at that time but is not representative of the nation now, particularly the million-plus population applying for college today.

Beginning with 1996 SAT scores, recentering reset the midpoint of the score range at 500, the middle of the 200-to-800 scale based on the 1993 population, the new reference group. As a result, the recentered verbal and math scores can be examined on a comparable scale. On the original scale, a 424 verbal score was comparable to a 478 math score. Recentering eliminated confusion about differences in math and verbal scores. The meaning of "average" performance is now easier to understand. The use of 500 as average is again meaningful. Student scores are interpreted in percentiles that are comparisons of scores with the scores of others taking the test.

For additional information, see *The New SAT and Balancing the Scales*, a brochure published by the College Board's Southern Regional Office. The College Board's Internet home page <www.collegeboard.com> contains additional information.

THE NEW SAT OF 2005

According to the College Board, the new SAT will be administered for the first time in March 2005 for the class of 2006. Some of the changes to the SAT include

- ✎ a student-written essay,
- ✎ elimination of analogies,
- ✎ addition of shorter reading passages,
- ✎ new content from third-year college preparatory math, and
- ✎ elimination of Quantitative Comparisons.

Additional information regarding the new SAT can be found on the College Board's Web site at <http://www.collegeboard.com/about/newsat/newsat.html>.

COMPARISONS OF SAT SCORES FOR GROUPS OF STUDENTS

There are some comparisons of SAT scores for groups of students that can be made fairly:

- comparisons across time (over years),
- comparisons between verbal and mathematical abilities, and
- comparisons with the national average.

In the same way that a statement one makes can be taken out of context and used to imply something that goes beyond what was intended, a problem often occurs with test scores. It is unfair to compare scores across states, school districts, or schools without taking context into account.

A publication of the College Board, *Guidelines on the Uses of College Board Test Scores and Related Data*, discusses this topic. Factors beyond instruction affecting group performance results on the SAT are

- the participation rates (the percentage of students tested during the school year),
- the number of academic courses taken,
- the type of academic courses taken in high school,
- students' family backgrounds,
- the educational level of students' parents,
- the grade retention rates,
- the attrition or dropout rates,
- the graduation rates,
- the pupil/teacher ratios,
- the teachers' credentials,
- the expenditures per student, and
- the minority enrollment.

The participation rate for students in South Carolina is high, while number of academic courses tends to be low.

BACKGROUND INFORMATION

The SAT is administered in October, November, December, January, March, April, May, and June of each year. October of the senior year is the most popular time for students to take the test. Students may take the test more than once. Test registration forms are available at the local high schools. **The most recent score is used in the computation of the average SAT score.**

YEAR OF MOST RECENT SAT SCORES FOR CURRENT GRADUATING SENIORS

Year of Most Recent SAT Administration	SOUTH CAROLINA			NATION		
	Number Tested	Percent Tested*	Composite Score	Number Tested	Percent Tested*	Composite Score
Senior year	17,777	77	977	1,001,338	71	1007
Junior year	4,918	21	1019	404,350	28	1072
Sophomore year	240	1	986	11,717	1	1063
Freshman year	29	0	958	1,602	0	1034
Total	22,964	100	986	1,419,007	100	1026

*Percentages may not add up to 100 due to rounding.

EDUCATIONAL LEVEL OF PARENTS

Students indicate the educational level of their parents when completing the SAT registration application.

	South Carolina	Nation
No High School Diploma	2%	5%
High School Diploma	38%	33%
Associate's Degree	13%	9%
Bachelor's Degree	28%	28%
Graduate Degree	19%	25%

STATE RESULTS

The SAT is primarily used in twenty-three states and the District of Columbia as a college admissions test. The percentage of seniors who elect to take the SAT ranges from a low of 49 percent in California to a high of 87 percent in New York. The SAT states are listed below in participation rate order.

AVERAGE SAT SCORES BY STATE 2004				
	Participation Rate	Verbal	Math	Composite Score
New York	87%	497	510	1007
Connecticut	85%	515	515	1030
Massachusetts	85%	518	523	1041
New Jersey	83%	501	514	1015
New Hampshire	80%	522	521	1043
District of Columbia	77%	489	476	965
Maine	76%	505	501	1006
Pennsylvania	74%	501	502	1003
Delaware	73%	500	499	999
Georgia	73%	494	493	987
Rhode Island	72%	503	502	1005
Virginia	71%	515	509	1024
North Carolina	70%	499	507	1006
Maryland	68%	511	515	1026
Florida	67%	499	499	998
Vermont	66%	516	512	1028
Indiana	64%	501	506	1007
South Carolina	62%	491	495	986
Hawaii	60%	487	514	1001
Oregon	56%	527	528	1055
Alaska	53%	518	514	1032
Texas	52%	493	499	992
Washington	52%	528	531	1059
California	49%	501	519	1020

Source: College Board, 2004

PERFORMANCE FOR SOUTH CAROLINA AND THE NATION

The average SAT verbal score in South Carolina decreased by two points between 2003 and 2004, while the average verbal score for the nation increased by one point. The average SAT math scores decreased by 1 point for both South Carolina and the Nation.

ONE-YEAR CHANGE IN VERBAL & MATH SCORES	SOUTH CAROLINA	NATION
Verbal		
Change in verbal from last year	-2 (493 to 491)	+1 (507 to 508)
Mathematics		
Change in math from last year	-1 (496 to 495)	-1 (519 to 518)

The five-year change for the average verbal score is marked by a 12-point increase for South Carolina as compared to a 3-point increase nationally. For the same time period, the average math score increased by 20 points for South Carolina and seven points for the nation.

SOUTH CAROLINA AND NATIONAL AVERAGE SAT SCORES 1999–2004						
	SOUTH CAROLINA			NATION		
Year	Verbal	Math	Composite Score	Verbal	Math	Composite Score
1999	479	475	954	505	511	1016
2000	484	482	966	505	514	1019
2001	486	488	974	506	514	1020
2002	488	493	981	504	516	1020
2003	493	496	989	507	519	1026
2004	491	495	986	508	518	1026
1999–2004	+12	+20	+32	+3	+7	+10

SAT average scores for students expecting to take the twenty or more academic credits recommended by the College Board are in the following table. In 2003–04, the composite score for those students in South Carolina was 1043, and the composite score for the nation was 1091.

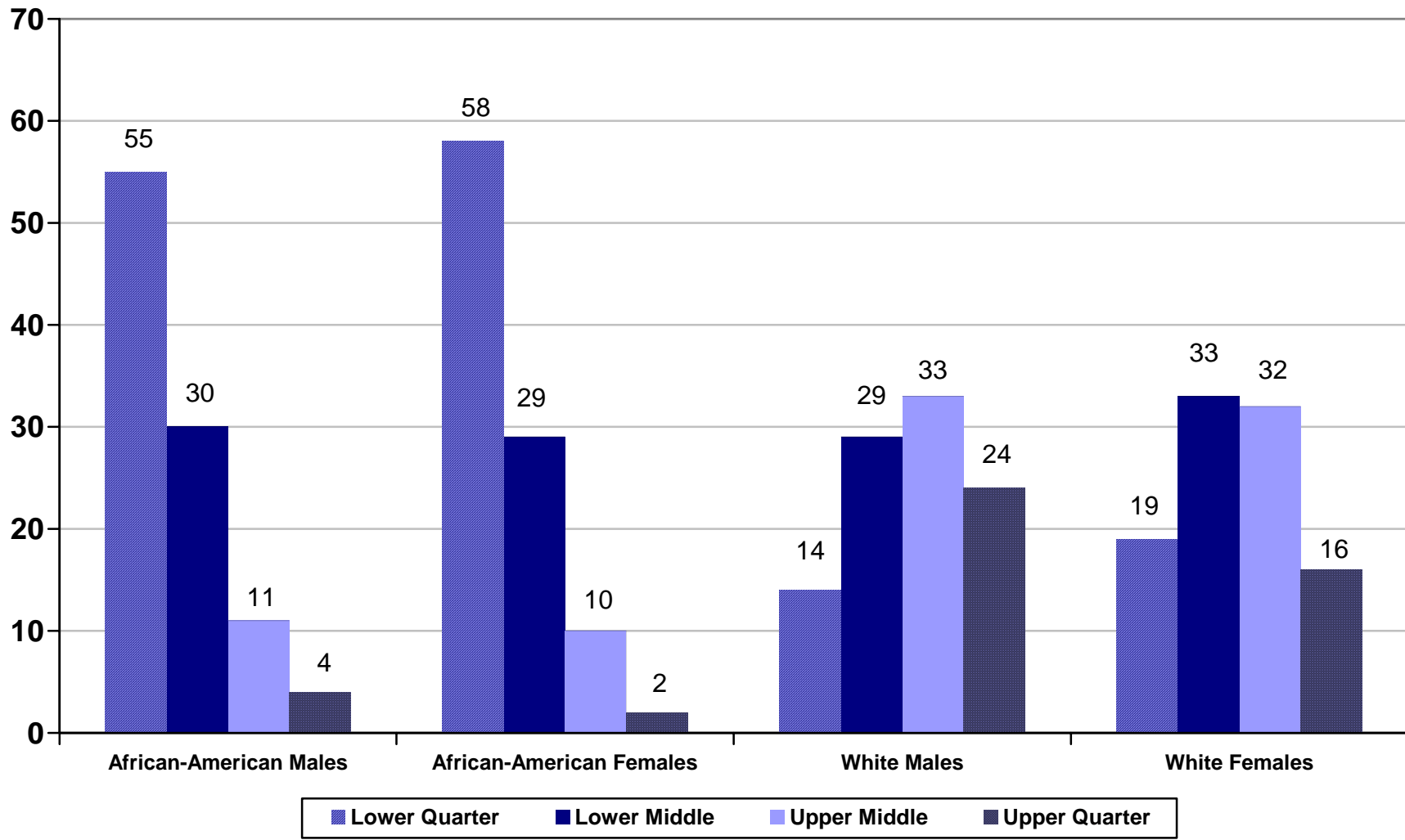
TWENTY OR MORE ACADEMIC CREDITS				
	SOUTH CAROLINA		NATION	
	Number	Percent	Number	Percent
	8,314	49	526,567	52
Composite Score	1043		1091	
Verbal	522		543	
Math	521		548	

A comparison of scores by national quarter shows the gap in performance by ethnicity. The table below and the chart on the following page illustrate the differences.

PERFORMANCE IN EACH NATIONAL QUARTER IN 2004*				
(SOUTH CAROLINA PUBLIC SCHOOL STUDENTS)				
	Lower Quarter	Lower Middle	Upper Middle	Upper Quarter
All Students	28	30	26	16
African-American Males	55	30	11	4
African-American Females	58	29	10	2
White Males	14	29	33	24
White Females	19	33	32	16
National (<i>All Students</i>)	25	25	25	25

*Percentages may not add up to 100 due to rounding.

Percentages of South Carolina Public School Students Scoring in Each National Quarter for 2004



GENDER

The average SAT verbal score for males in South Carolina remained the same between 2003 and 2004, while the average SAT math score for males increased by one point, from 513 to 514.

Between 2003 and 2004, the average SAT verbal score for females in South Carolina decreased by three points, from 489 to 486. The average SAT math score for females also decreased by three points, from 482 to 479.

	SOUTH CAROLINA		NATION	
	Males	Females	Males	Females
VERBAL Change from last year	0 (497)	-3 (489 to 486)	0 (512)	+1 (503 to 504)
MATHEMATICS Change from last year	+1 (513 to 514)	-3 (482 to 479)	0 (537)	-2 (503 to 501)

From 2000 to 2004 the average SAT composite score for males and females in South Carolina increased by 24 and 14 points, respectively.

AVERAGE SAT SCORES AND POINT CHANGE

GENDER	TEST	2000	2001	2002	2003	2004	2000-04 STATE CHANGE	2004 NATION
Males	Verbal	487	492	491	497	497	+10	512
	Math	500	506	509	513	514	+14	537
Females	Verbal	482	482	485	489	486	+4	504
	Math	469	475	480	482	479	+10	501

ETHNICITY

Students who take the SAT complete a demographic questionnaire, but some students do not respond to all the questions. The following table indicates the percentage of students who provided their ethnicity.

RESPONSE RATES		
	Percent	Number of Students
Indicated	86	19,761
Not Indicated	14	3,203

A larger percentage of South Carolina seniors elected to take the SAT compared to the national percentage in 2004.

SAT TEST TAKERS				
	SOUTH CAROLINA		NATION	
	#	%	#	%
Graduating seniors tested	22,964	62	1,419,007	48
African Americans	5,363	N/A	137,953	N/A
Whites	13,095	N/A	719,753	N/A
Other categories of ethnicity*	1,303	N/A	289,756	N/A

*Note: Not all students respond to questions about themselves, so subtotals for ethnicity do not sum to the total tested.

ETHNICITY

The average verbal score for African-American students decreased by three points between 2003 and 2004, from 422 to 419. The average SAT math score decreased by two points, from 425 to 423.

SAT scores for South Carolina's White students also decreased, but scores for African-American students still remain lower than those of White students. The average verbal and math scores for White students were 515 and 517, respectively.

The composite SAT scores for South Carolina's White students decreased by seven points, while the composite SAT scores for African-American students decreased by five points between 2003 and 2004. Nationally, SAT composite scores for African-American students remained the same, while scores for White students decreased by four points.

	SOUTH CAROLINA		NATION	
	African Americans	Whites	African Americans	Whites
VERBAL Change from last year	-3 (422 to 419)	-3 (518 to 515)	-1 (431 to 430)	-1 (529 to 528)
MATHEMATICS Change from last year	-2 (425 to 423)	-4 (521 to 517)	+1 (426 to 427)	-3 (534 to 531)

From 2000 to 2004 African-American students' average composite scores increased by nine points, from 833 to 842. The average SAT composite score for White students increased by 10 points.

Average SAT Scores and Point Change South Carolina and Nation by Ethnic Group

Ethnic Group	Test	2000	2001	2002	2003	2004	2000–2004 State Change	2004 Nation
African American	Verbal	419	420	418	422	419	0	430
	Math	414	421	421	425	423	+9	427
White	Verbal	512	514	515	518	515	+3	528
	Math	510	515	519	521	517	+7	531

ETHNICITY

SOUTH CAROLINA								
Ethnic Group	2004				2003			
	#	%	Verbal	Math	#	%	Verbal	Math
American Indian	143	1	468	471	113	1	461	459
Asian American	457	2	506	557	422	2	500	546
African American	5,363	27	419	423	4,953	26	422	425
Mexican American	109	1	476	477	92	0	461	477
Puerto Rican	63	0	503	482	48	0	490	483
Other Hispanic	180	1	494	494	132	1	491	483
White	13,095	66	515	517	12,778	68	518	521
Other	351	2	499	493	314	2	506	498
No response	3,203	*	513	516	3,979	*	502	503

NATION								
Ethnic Group	2004				2003			
	#	%	Verbal	Math	#	%	Verbal	Math
American Indian	8,219	1	483	488	7,452	1	480	482
Asian American	112,542	10	507	577	100,970	10	508	575
African American	137,953	12	430	427	125,657	12	431	426
Mexican American	57,739	5	451	458	50,375	5	448	457
Puerto Rican	16,449	1	457	452	14,569	1	456	453
Other Hispanic	48,192	4	461	465	42,548	4	457	464
White	719,753	63	528	531	670,260	64	529	534
Other	46,615	4	494	508	39,146	4	501	513
No response	271,545	*	522	535	355,347	*	510	525

* Not included in calculating percentages

DATA BY CLASS RANK

Seniors who self-report high class ranks in high school have higher scores than seniors who self-report lower class ranks. Students in South Carolina who reported themselves in the top 10 percent of their class had an average SAT verbal score of 565 and an average SAT math score of 573.

SCORES BY CLASS RANK				
	South Carolina		Nation	
	Verbal	Math	Verbal	Math
Top tenth	565	573	584	602
Second tenth	502	511	522	537
Second fifth	468	475	486	494
Third fifth	434	435	449	451

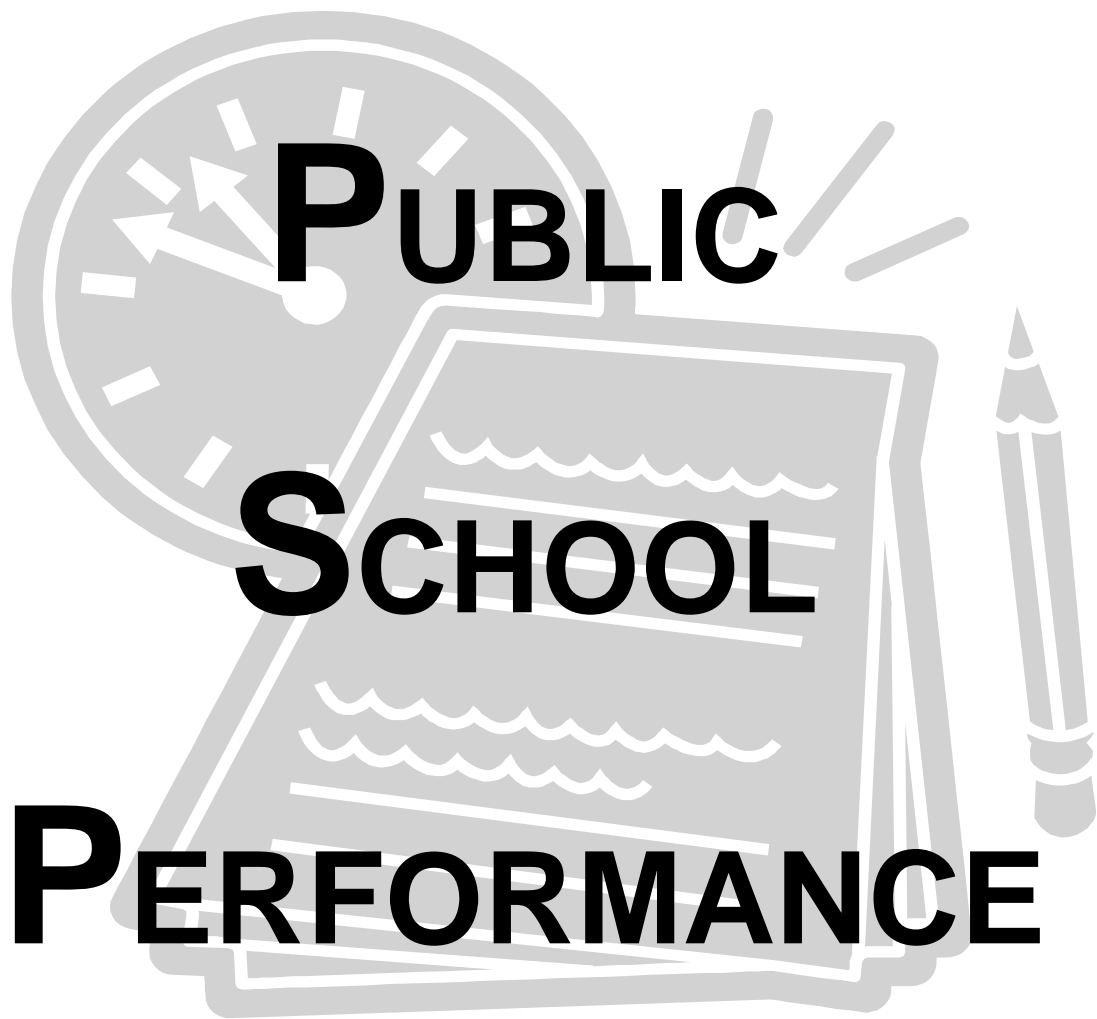
DATA BY GRADE POINT AVERAGE*

High School Grade Point Average	South Carolina				Nation			
	Test Takers		Mean Scores		Test Takers		Mean Scores	
	#	%	Verbal	Math	#	%	Verbal	Math
A+ (97–100)	1,261	6	584	591	74,420	6	606	620
A (93–96)	3,804	19	545	552	208,192	18	567	580
A- (90–92)	3,363	17	513	520	206,501	17	537	549
B (80–89)	9,521	47	464	465	558,474	47	480	486
C (70–79)	2,095	10	411	411	134,333	11	429	431
D, E, or F (<70)	37	0	389	395	4,819	0	421	446
No response	2,883	**	-----	-----	232,268	**	-----	-----

*Percentages may not add up to 100 due to rounding.

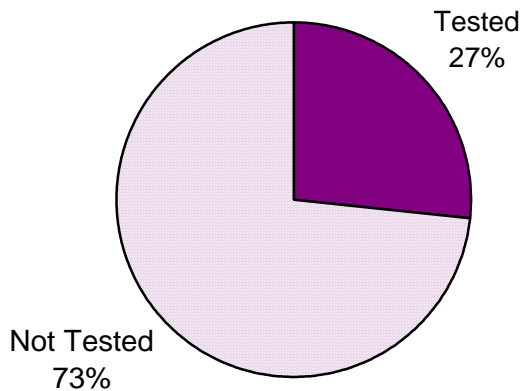
**Not included in calculating percentages

SOUTH CAROLINA

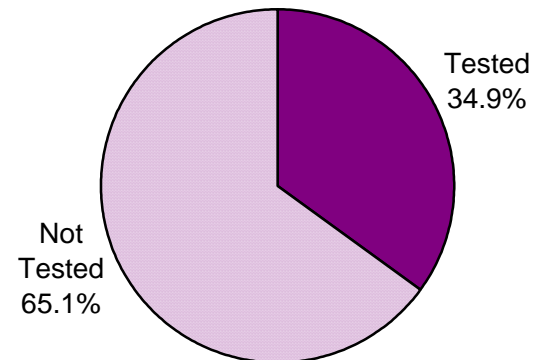


2004 PERCENTAGES OF SOUTH CAROLINA PUBLIC SCHOOL STUDENTS TESTED

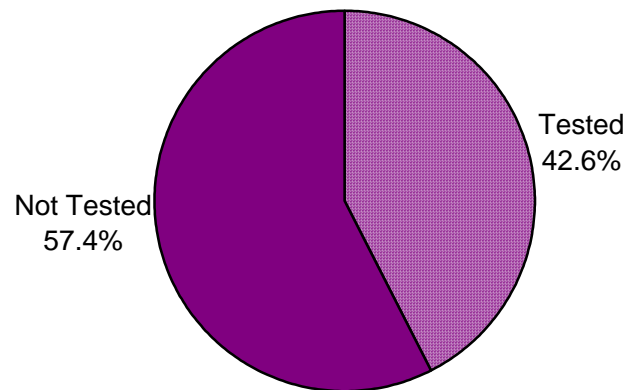
African-American Males



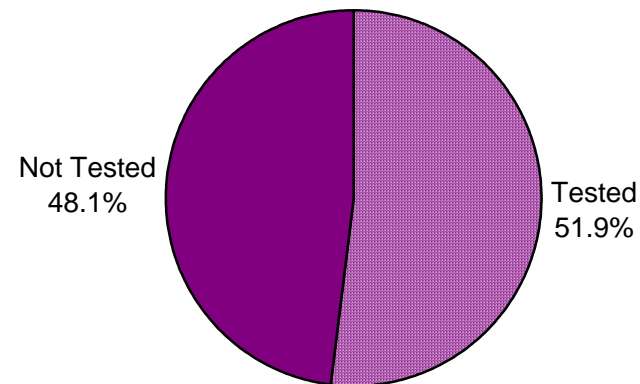
African-American Females



White Males



White Females



PRIVATE SCHOOLS

Data are not available for individual private schools. The state data by type of high school are provided in the table below.

Type of High School	Students Tested	Composite Scores
Public	18,548	990
Private	2,293	1038
Religiously Affiliated	1,147	1060
Independent	1,146	1016
Not Indicated	2,123	<i>Data not compiled</i>

LIFE SCHOLARSHIP ELIGIBILITY*

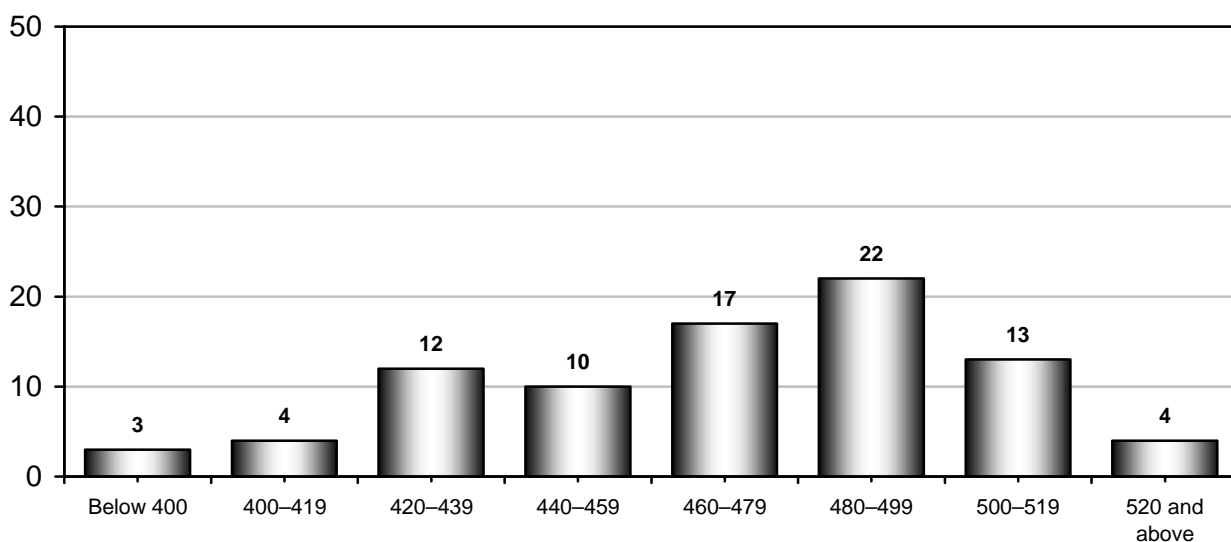
The LIFE Scholarship requirement is a score of at least 1,100 for freshmen entering college in 2004.

PUBLIC SCHOOL STUDENTS MEETING SAT REQUIREMENT FOR COLLEGE TUITION ASSISTANCE (AT FOUR-YEAR COLLEGE OR UNIVERSITY)					
	ALL STUDENTS	FEMALES	MALES	AFRICAN AMERICAN S	WHITES
Number meeting requirement	5,419	2,573	2,846	322	3,846
Number tested	18,595	10,443	8,152	4,619	10,542
Percent meeting requirement	29.1	24.6	34.9	7.0	36.5

*See appendix F for additional details.

AVERAGE SAT SCORES DISTRICTS

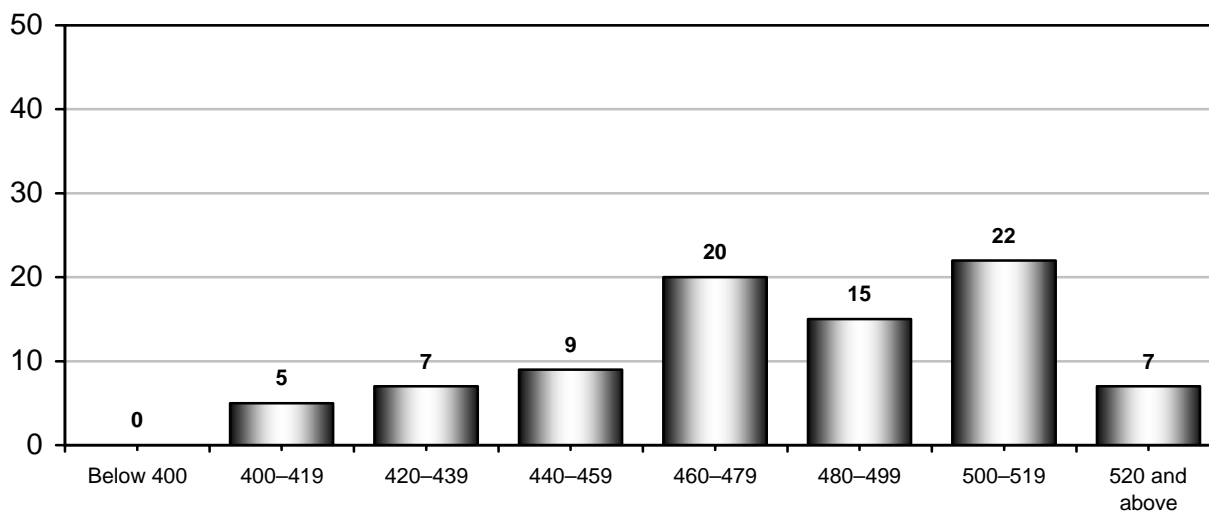
**Number of South Carolina School Districts in
SAT Score Intervals: Verbal 2004**



National Average Score: 508

State Average Score: 491

**Number of South Carolina School Districts in
SAT Score Intervals: Math 2004**



National Average Score: 518

State Average Score: 495

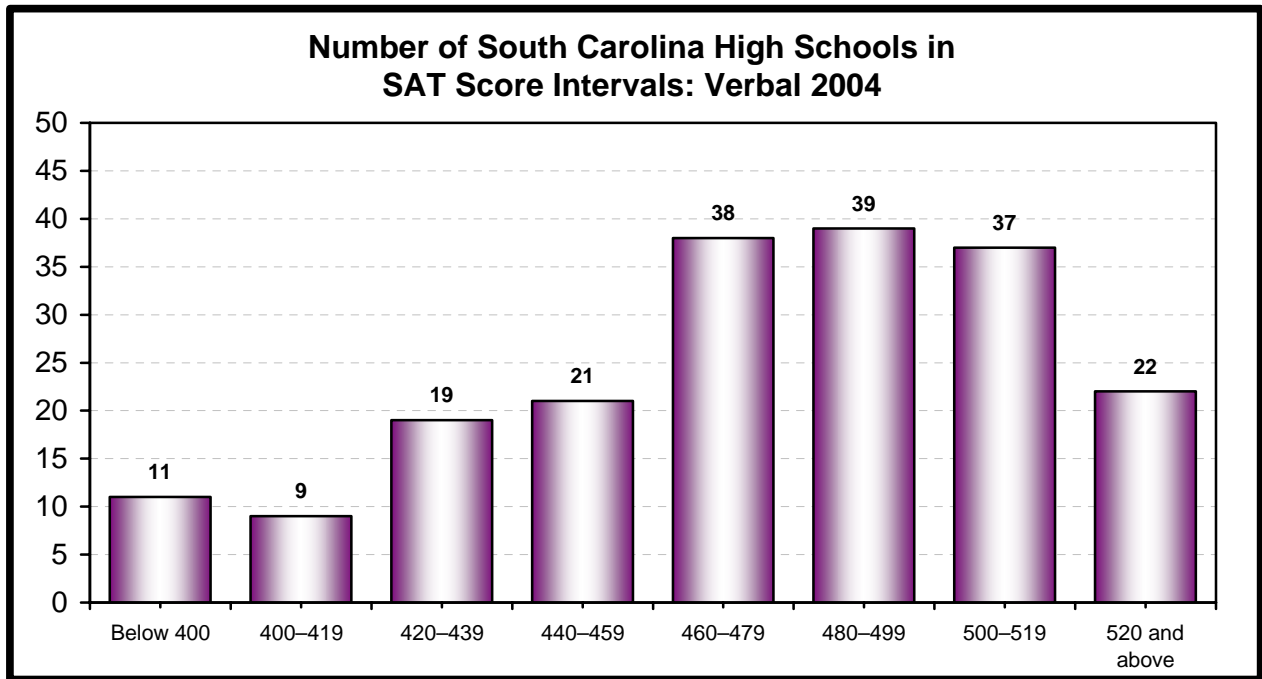
DISTRICTS ABOVE THE NATIONAL AVERAGE

The SAT is reported for high school seniors for each of the eighty-five school districts in South Carolina. Not all students in a district take the SAT; the percentage of students tested, by district, ranged from a low of 16 percent in Clarendon 3 to a high of 79 percent in York 4.

In 2004, the average SAT composite score for nine school districts exceeded the national average SAT composite score of **1026**.

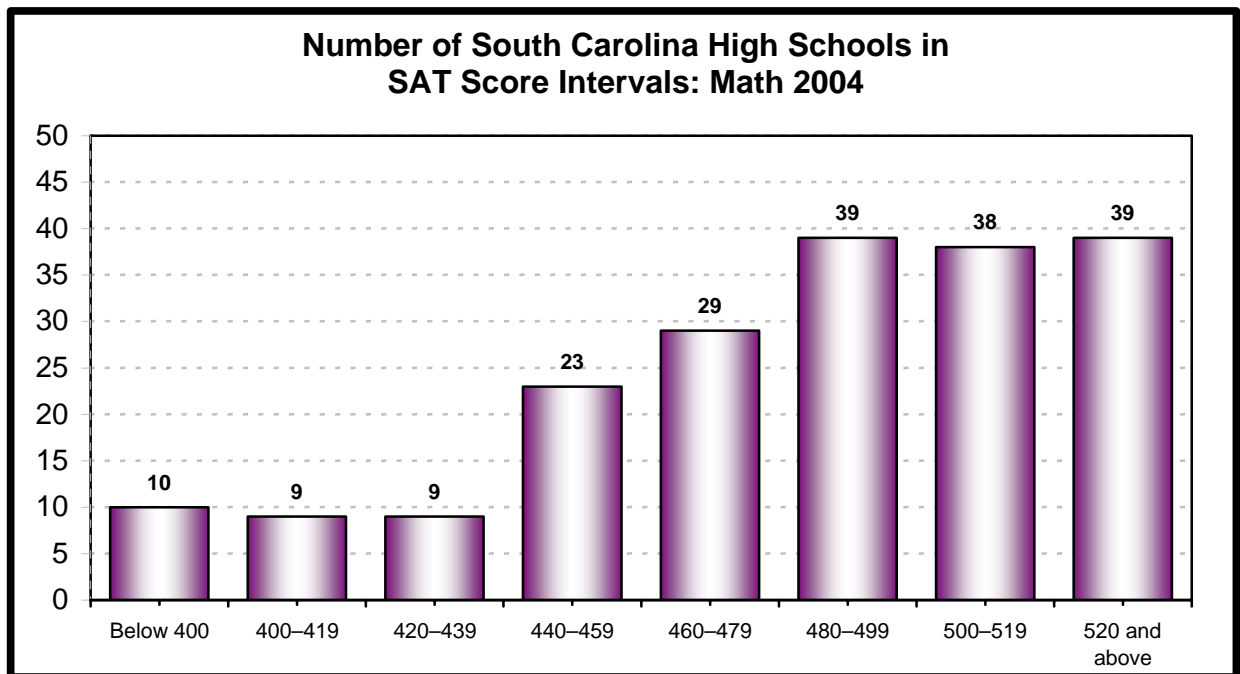
	2004			2003		
District	Percent Tested	Number Tested	Composite Score	Percent Tested	Number Tested	Composite Score
Anderson 5	51	309	1031	54	346	1018
Dillon 3	22	18	1062	30	24	1028
Dorchester 2	42	458	1030	44	438	1046
Horry	41	711	1030	41	635	1031
Lexington 1	57	632	1058	59	621	1060
Lexington 5	62	595	1078	74	734	1072
Oconee	42	241	1040	39	200	1041
Pickens	56	496	1038	53	470	1026
Spartanburg 6	51	287	1053	49	262	1047

AVERAGE SAT SCORES HIGH SCHOOLS



National Average Score: 508

State Average Score: 491



National Average Score: 518

State Average Score: 495

HIGH SCHOOLS ABOVE THE NATIONAL AVERAGE

The SAT is reported for high school seniors by high school. In South Carolina, the percentage of seniors who elected to take the SAT ranges from a low of 5 percent at The Phoenix Center in Clarendon 2 to a high of 100 percent at Academic Magnet High School in Charleston. Thirty-three public high schools, the Governor's School for Science and Math, and the Governor's School for the Arts and Humanities had average SAT composite scores that exceeded the 2004 national average SAT composite score of **1026**.

District	School	2004			2003		
		Percent Tested	Number Tested	Comp. Score	Percent Tested	Number Tested	Comp. Score
Aiken	South Aiken High	65	187	1057	76	225	1057
Anderson 5	T L Hanna High	71	202	1031	67	213	1039
Anderson 5	Westside High	33	107	1033	42	133	983
Charleston	Wando High	76	392	1046	73	388	1036
Charleston	Charleston School of the Arts	85	75	1074	89	75	1082
Charleston	Academic Magnet High	100	104	1186	100	92	1208
Dillon 3	Latta High	22	18	1062	30	24	1028
Dorchester 2	Summerville High	44	297	1033	47	277	1055
Georgetown	Waccamaw High	87	89	1031	75	77	1068
Greenville	J L Mann High	76	181	1032	76	165	1059
Greenville	Mauldin High	64	247	1030	69	254	1037
Greenville	Riverside High	86	248	1121	88	236	1130
Greenwood 50	Emerald High	47	91	1029	53	84	978
Horry	Aynor High	22	29	1065	19	23	1084
Horry	Myrtle Beach High	61	138	1027	44	104	1004
Horry	Socastee High	61	227	1049	64	217	1040
Horry	Carolina Forest High	40	111	1045	42	91	1065
Kershaw	North Central High	14	13	1051	21	20	1028
Kershaw	Camden High	39	82	1048	37	84	1071
Lexington 1	Gilbert High	39	66	1055	46	76	1046
Lexington 1	Lexington High	78	391	1063	80	363	1062
Lexington 1	Pelion High	34	43	1094	22	26	1095
Lexington 1	White Knoll High	42	132	1035	48	156	1053
Lexington 5	Chapin High	73	131	1077	77	153	1056
Lexington 5	Irmo High	67	265	1078	82	307	1073
Lexington 5	Dutch Fork High	51	199	1077	66	271	1082
Oconee	Seneca Senior High	46	87	1064	49	82	1058
Oconee	Walhalla Senior High	50	77	1030	41	65	1067
Pickens	D W Daniel High	77	143	1095	76	151	1074
Richland 1	Dreher High	75	180	1049	75	157	1073
Richland 1	A C Flora High	79	174	1062	71	173	1064
Spartanburg 1	Landrum High	28	23	1085	32	24	1107
Spartanburg 6	Dorman High	51	287	1053	49	262	1047
Governor's School for Science & Math			29	1368		36	1361
Governor's School for the Arts & Humanities			100	1149		101	1111

APPENDIX A

Revision of South Carolina High School Requirements

STATUTORY PROVISION

CHAPTER 39 HIGH SCHOOLS ARTICLE 1 GENERAL PROVISIONS

Section 59-39-100 of the Code of Laws of South Carolina (1990) is amended to read as follows:

Section 59-39-100. Issuance of uniform diplomas by accredited high school; units required.

Diplomas issued to graduates of accredited high schools within this State must be uniform in every respect and particularly as to color, size, lettering, and marking. The number of units required for a state high school diploma is twenty units as prescribed by the State Board of Education. Beginning in the 1986–87 academic year, a minimum of three units must be earned in mathematics and a minimum of two units must be earned in science.

One unit in computer science, if approved by the State Department of Education for this purpose, may be counted toward the mathematics requirement.

Students who earn one unit in science and six or more units in a specific occupational service area will meet the science requirements for a state high school diploma. Vocational programs operating on a 3-2-1 structure may count prevocational education as one of the six required units.

Beginning with the ninth grade class of school year 1997–98 and thereafter, the number of units required for a high school diploma is twenty-four units as prescribed by the State Board of Education by regulation, with one additional unit required in mathematics, science, and computer science to include keyboarding. For students in a college preparatory track, as defined by the state board, one additional unit must be earned in a foreign language; and for students in a track designed to enter the work force, as defined by the state board, one additional vocational unit must be earned. Beginning with the ninth grade class of school year 1997–98, if a student counts one unit of computer science toward his mathematics requirement as permitted above, one additional unit of computer science must be earned.

Nothing herein prohibits local school boards of trustees from awarding recognition to students who complete additional units and credits beyond those required by this section.

APPENDIX B

Description of SAT-I

The SAT-I (SAT) is an assessment composed of two sections: verbal reasoning and mathematics reasoning.

The verbal section includes the following:

19 questions	sentence completion
19 questions	analogies
40 questions	critical reading

78 verbal questions (75 minutes)

The mathematics section includes 10 questions for which students produce responses without a list of possible answers from which to choose. The use of calculators is permitted. The mathematics section includes the following:

15 questions	quantitative comparisons
10 questions	student-produced responses
35 questions	problem-solving mathematics

60 mathematics questions (75 minutes)

The number of correct responses in raw scores on the verbal and mathematics sections of SAT is converted to scale scores. Scale scores range from 200 to 800 for each section of the test. Scores are also reported as combined verbal and mathematics scores, called a composite score with a range of 400 to 1600.

The use of scale scores allows comparisons of SAT scores from one test administration to another. Almost all students included in this summary report took the SAT on the recentered scale. Scores of students prior to the spring of 1995 have been converted to the recentered scale for purposes of having comparable data.

Students may take the SAT anytime during high school and may take the test more than once. Information about test administration, dates, fees, registration procedures, and registration forms can be obtained from the school counselor's office in most high schools.